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ABSTRACT

The third in a series of volumes of curriculum essays on the concepts, issues, and strategies of community development education and training is presented. Five sections with 20 papers are as follows: (1) introduction: theories, definitions, and origins of experiential education--"Experiential Education for Community Development" (I. Harris, P. Denise, and R. Thomas); "Learning about Japan: Some Theoretical Bases" (G. Eyford); (2) citizens and citizen groups in communities--"A Ray of Hope for the Farmers of San Felipe" (E. Duckles); "Community Development Skills Training: A Collaborative Approach" (V. Luther and G. Spencer); "The Service Civil International in West Africa" (D. Woods); "VISTA as Experiential Education" (L. Sunde); (3) leaders in community organizations--"Sunnyslope" (J. Walker); "Managing Change for Public Institutions and Community Change Agents" (F. Fisher); "A Case Study from Zaire" (D. Ewert); "The Kitwe Story: Change Agent Training for Zambian Urban Settlements" (R. Thomas); "A Model Curriculum for Mental Health Paraprofessionals" (J. Seliger); (4) innovative college and university programs--"The University's Role in Promoting Community Service" (A. Dickson); "The Antioch Experience" (T. Haugsby and A. Winnick); "Evaluation: The Key to a Successful International Program" (M. Belsky); "Granting College Credits for Prior Community Work" (I. Harris); "University Year for Action: A Community Service-Learning Program" (R. Lenzi); and (5) innovative college and university courses--"The Navajo Cultural Immersion Project" (R. DeGraw); "Learning in the Community: An Undergraduate Training Program" (E. Gondolf); "The Rural Community Development Learning Center" (H. Heady); and "Action-Oriented Experiential Education: The Case for Land-Use Plans" (L. Garkovich and M. Greene). Contains approximately 130 references. (SM)

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